

KFJS
Music Curriculum Map

In each project children listen to, create and perform music.

Year 3

Project	Good Vibrations	Easter	Marching Romans
Key Question	How can I make different sounds?	Why do people sing songs?	What is a rhythmic pattern?
Essential understanding	Recognise the different sections that make up an orchestra – woodwind, brass, strings, percussion How instruments (including voice) make sound and how that sound can be altered.	Sing with awareness of expressive elements. Understand how mouth shapes can affect voice sounds.	Crotchets, quavers and paired quavers, minims and their value. Reading musical dot notation do-me (C to E – 3 notes) Create 4 beat rhythms. Recognise downbeats (the first beat of a bar), Ostinato (repeated phrase), Allegro (fast), adagio (slow), pulse, beats loud (forte), quiet (piano),
Play and Perform	Using dot notation play a small range of notes. Then introduce the differences between crotchets and paired quavers. Ask children to create their own 3 note melody using do-me	Perform songs for an audience	Performing a Roman marching composition. A repeated pattern (Ostinato) with a steady pulse
Improvise and compose	Make an instrument from junk modelling equipment and compose a simple 4 bar rhythm in groups. Find out how to make their instruments change pitch (High/low) and dynamics (loud/soft).		Create their own Roman marching composition
Listen and recall	Recognise the different sections that make up an orchestra Woodwind Brass Strings	Learning a number of songs by repetition and rehearsing.	Using notation cards to repeat and reorder patterns for their own composition Identify rhythmic patterns

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	Percussion		
Appreciate a wide range of music			Mars from the The Planets Suits by Gustav Holst March Past of the Kitchen Utensils from The Wasps by Vaughn Williams
Develop historical understanding of music	Understand that music is produced using vibrations (pluck, bowing, hitting or by air). Learn about different sections of the orchestra.		
Use and understand musical notations	crotchets (1 beat), quavers(1/2 beat) Pitch, Tempo, Dynamics and how they are used in music	Understand that songs are made up of structures with beginning, middles and endings	Using word patterns to create marching rhythms, consider tempo and dynamics – link this with notations –), minims(2), semi breves(4)
Skills	Sing songs and create different vocal effects. Identify and control different ways percussion instruments make sounds. Understand how mouth shapes can affect voice sounds. Recognise and explore different combinations of pitch sounds. Choose instruments on the basis of internalised sounds.	Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases).	Understanding of simple, non-staved dot notation 4 beat rhythm Identify and recall rhythmic patterns Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify repeated patterns used in a variety of music. (Ostinato). Explore and select different melodic patterns. Identify ways sounds are used to accompany a song.

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Assessment	How can I make different sounds? Identify different instruments of the orchestra and on a tick sheet ask the children to identify how those instruments make a sound.	Can I sing as part of an ensemble? Teachers need to make time in final rehearsals or performances to assess that children have learnt the songs and are able to sing as part of an ensemble	What is a rhythmic pattern? Children should be able to play their own 4 bar, notated, rhythm pattern.
WTS	Children are able to understand how some of the instruments in the orchestra are played, with support.	Children are able to join in the performances but need support to sing with confidence	Children are able to play simple 4 bar rhythms with crotchets and quavers.
EXS	Children are able to understand how most of the instruments in each section of the orchestra make a sound	Children are able to sing confidently --as part of a performance.	Children are able to play continuous 4 bar rhythms with various rhythm patterns.
GDS	Children are able to understand how all of the instruments in each section of the orchestra make a sound with confidence on how that may affect the pitch of the instrument.	Children are able to sing confidently, with expression, as part of a performance.	As above but with a wide range of rhythm patterns, with a clear downbeat and dynamics